NEWS

Watson & Fulbright

The 2022-2023 Watson Fellowships and Fulbright Scholars have been announced over the past few weeks. **pages 2-3**

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Fucking A

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The Spectator

Thursday, April 21, 2022

Volume LXIII
Number XXIV

Publishing the Truth, From Good Motives and For Justifiable Ends

Carbon neutrality goal moved up to 2030

by Anoushka Aswin '25
NEWS EDITOR

During the March 2022 Board Meeting, Hamilton College's Board of Trustees voted to move the year to reach carbon neutrality from 2050 to 2030. This twenty-year shift from its initial target is a significant step in the College's sustainability efforts to address climate change.

The 2050 benchmark for achieving carbon neutrality was set in the first Climate Action Plan, established by the College in 2009. According to Brian Hansen, Director Of Environmental Protection and Safety and Sustainability, the earlier plan was created when the "college/university sector did not have a good understanding of the tools or technologies necessary to actually achieve neutrality." Hansen continued to explain that the SWG did not want to "spend college resources unwisely or seek quick fixes," instead opting for a cautious approach to "fully evaluate the options and opportunities available to Hamilton."

The Sustainability Working Group (SWG) is the primary body responsible for Hamilton's carbon neutrality measures. The SWG reports to President David Wippman, Vice President of Administration and Finance Karen Leach, senior staff and the Board of Trustees. This group's main function is to provide recommendations for actions the College can take to reduce its carbon footprint.

Hansen reported "through the efforts of the Sustainability Working Group (and the senior staff/Board of Trustees stakeholders it reports to), we only recently felt confident that an advanced neutrality date was both feasible and responsible."

With this new goal in mind, the College plans on taking many steps to achieve carbon neutrality. These steps include additional investments in energy systems, such as geothermal heat pumps, which are powered by electricity from New York State's low carbon electricity grid. The College also plans on managing its lands to increase the ability to capture and store carbon dioxide in the atmosphere. Reforestation is particularly important to this goal, as the nearly 1,000 acres of land help with this process of carbon sequestration. The SWG prepares to further study and implement additional opportunities for reducing carbon emissions. Starting in 2030, carbon offsets, which help to balance out emitted carbon, will be planned.

Hamilton's major sustainability projects get funding from donor support, grants and the operating budget which comes from tuition and endowment funds. In the past, the College has focused on facilities and waste management in its carbon neutrality efforts. Facilities that promote sustainability include the installation of twenty charging points for electric vehicles, which are available free of charge on campus. These measures are decided upon by members of the on-campus workforce that centers on sustainability programs. Members include faculty from the Environmental Studies department, leadership in Facilities Management and eight to ten sustainability students that are hired each semester.

Hansen wanted to stress the essential role that students play in sustainability at the College, saying "while I and numerous other employees spend their time on the various rubrics associated with neutrality (measuring/reporting emissions as an example), one can think of the carbon neutrality goal as a mere milestone in the larger goal of heightening student (and employee) aptitude on environmental matters…Independent of a student's choice of major, their time at Hamilton proper and following as an alum will be shaped by the environmental education received here, and as such it's in our global interests to send students into their future personal/career pursuits ready for the climate challenges we all face."

Ways that students can participate in the College's green initiatives include carpooling, recycling and being mindful of one's own carbon footprint. Hamilton Sustainability Coordinators will be hosting a Green Week beginning on Friday, April 22. These events will demonstrate sustainable practices students can take on campus as Hamilton looks towards a more sustainable future.

PHOTO COURTESY OF HAMILTON COLLEGE

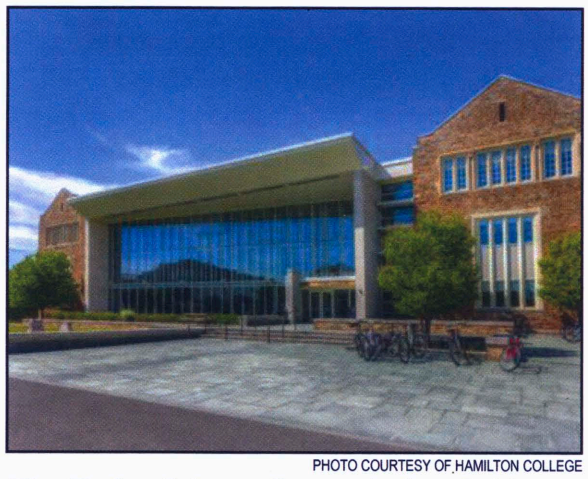

PHOTO COURTESY OF HAMILTON COLLEGE

The Taylor Science Center Atrium holds one of the geothermal systems installed on campus.

Dylan Morse '22 awarded 2022-23 Watson Fellowship

by Chinkhuslen Batbayar '25
STAFF WRITER

The Thomas J. Watson Fellowship is a "one-year grant for purposeful, independent exploration" awarded to seniors who are nominated by one of the fellowship's 41 partner institutions. Dylan Morse '22 was just granted the fellowship for the year 2022-23. He says that a particularly unique aspect of the Watson fellowship is that "I don't have to produce anything. And because of that, I can just go and meet some really cool people. I get to connect with them and learn about them for a couple of months, all while exploring this question that I'm interested in."

As Hamilton is a partner institution to the Watson Fellowship, all graduating seniors are eligible to apply for the fellowship. Morse explained that the application process begins with meeting the student fellowships coordinator Ginny Dosch. Following an initial meeting with Dosch, an applicant must write a personal statement of 1500 words and a very thorough project proposal. The campus selection process also requires two recommendation letters and a strong transcript. Each partner institution selects four applicants to nominate to the national selections, in which the candidate must give several interviews concerning their application and project. This year, only 42 students out of all the nominees were selected to receive the Watson fellowship.

For his fellowship, Morse will explore "the importance of salmon for fishing communities around the Atlantic." However, the Watson will not be Morse's first time working with fish. Growing up in Ithaca, N.Y., exploring waterways and catching fish was an important part of his childhood as it was his way of connecting with the people of his community. "Learning about water was really hard, but doing so through the act of fishing was really really cool," Morse said.

"But eventually I learned about Taimen, a huge trout-like fish, that connected me to research going on in Cornell about what made them such strong species, but also unique at the same time." Salmon migrate through both fresh and saltwater ecosystems, making them, as Morse says, "the bellwether species when judging for the general health of the environment, whether you're looking at the land, the ocean or even the fisheries nearby."

Since the Watson Fellowship prohibits its fellows from returning to the United States or any other countries they have been to during the 12 month period, Morse has made plans to travel through five different countries around the Atlantic Ocean. He is starting his inquiry in Canada, followed by Iceland, Scotland, Spain and Norway, each chosen for its unique connection to salmon. Starting off with the most personal connection, the first nation tribes' cultural connection, then to the recreational fishing economy of Iceland. From there, he will delve more into the impersonal, commercial side of salmon with Scotland, Spain and finally the world's biggest salmon exporter, Norway. "You're exploring your question throughout cultures and different countries, so the whole point is to go wide and to pursue your question in as many different angles as possible," Morse said.

"I don't know how to feel, and what to expect about this experience," Morse said. "Because that's the thing, I've been to Iceland very briefly, Canada, but not where I'm going. I've never been to Norway, Sweden, Scotland or Spain. So it's the kind of thing where I'm not really feeling anything, because I literally don't know what to expect…I'll just take it as it comes."

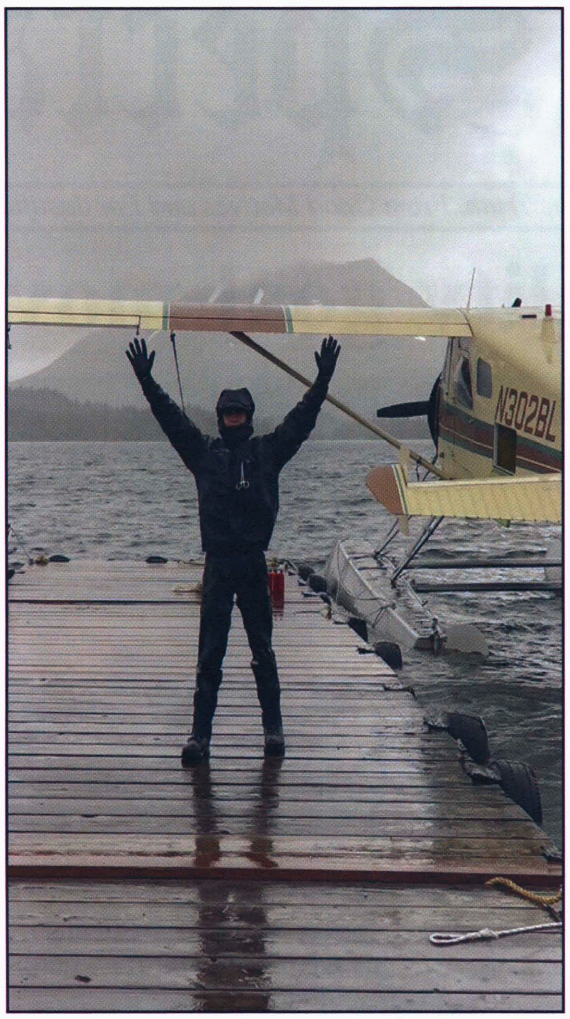

PHOTO COURTESY OF DYLAN MORSE '22

Morse at the Bristol Bay salmon fishing lodge.

COVID Update

by Deanna Durben '25
NEWS EDITOR

As of Tuesday, April 19, all nearby quarantine hotels are at capacity. Any students who test positive will have to temporarily isolate in their own room while the College tries to locate more hotels.

Any students who live in single rooms, or whose roommates have previously tested positive for COVID-19 this semester, will not be transported off campus. They will isolate in their own bedrooms, and will only be allowed to leave to go to the bathroom or pick up food.

Suitemates do not count as roommates (only people living in a double are roommates to each other). The COVID-19 Taskforce said that people isolating in a suite must not spend time in common rooms, although they may walk through their suite or other suites to access the bathroom. Additionally, students must take "the most direct path to the designated isolation bathroom and should be wearing a mask at all times while traveling between their bedroom and bathroom," said Ashley Place, director of Residential Life.

One bathroom in each residence hall has been designated as an Isolation Bathroom for the exclusive use of students with COVID-19. In residence halls like Carnegie, Ferguson, Griffin Road apartments, Morris House, Skenandoa and South that have private bathrooms, students will use their own.

Isolation bathrooms will be equipped with cleaning wipes, and students are to sanitize surfaces before and after using them. All other students must go to a different bathroom, even if they must walk to a different floor or area of the building.

Takeout food is now provided at The Little Pub for those students who are isolating on-campus or are waiting for transportation. Entering any other dining halls is not allowed. Students on campus will not receive the $70 daily GrubHub stipend that is provided to those in hotels.

The taskforce asks any students who are experiencing symptoms to request a rapid test from the Health Center instead of waiting for the next mandatory testing date, then upload their results to the Health Portal immediately.

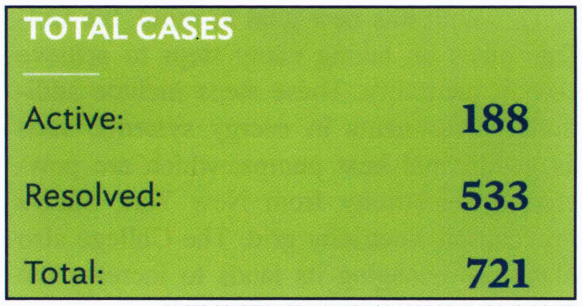

PHOTO COURTESY OF HAMILTON COLLEGE COVID-19 DASHBOARD

Amy Zhai '22 and seven others to be Fulbright scholars

by Stella Essenmacher '25
NEWS CONTRIBUTOR

Being awarded a Fulbright grant is a life-changing accomplishment. Hamilton has once again maintained its impressive status of being a top-producing institution for Fulbright students. This year, 31 Hamilton students and recent graduates submitted applications, and eight of them were selected to spend the 2022-23 academic year in a foreign country either conducting research or teaching English through the Fullbright grant.

This year's grant recipients are Finlay Adamson '22 and Hannah Petersen '22 – English Teaching Assistantship (ETA) in Bulgaria, Sarah Bargamian '22 – ETA in Spain, Emma Berry '22 – ETA in Taiwan, Morgan Perry '21 – ETA in Turkey, Anyi Rescalvo '22 – ETA in Mexico, Amy Zhai '22 – ETA in Cambodia and Katie Jickling '15 – Study/Research (S/R) in India. The alternates are Heather Devlin '22 – ETA in Taiwan, Eamon Gibbons '21 – ETA in Germany and Emma Morgan '18 – S/R in Finland.

After submitting their application in Sept. 2021, the recipients were recently notified of their acceptance into the program. Applicants reached out to Ginny Dosch, the student fellowships coordinator at Hamilton. Her role on campus is to facilitate the connection between students' interests and various fellowship opportunities available to them.

Zhai appreciated Dosch's expertise in understanding what the Fulbright selection committee was looking for so she could best market her experiences and strengths. When initially meeting with Dosch, Zhai was interested in pursuing a Watson fellowship, but during her time at Hamilton she "became more passionate about teaching, more specifically, not just education or working with kids." The teaching focus of a Fulbright ETA grant ultimately fit her interests more.

PHOTO COURTESY OF AMY ZHAI '22

Amy Zhai '22 reading a book to children during a previous service trip to Cambodia.

Zhai will spend ten months in Cambodia, a country she developed a personal connection to when she did her capstone project for her 10th grade International Baccalureate program. At the time, she was living in China and attending an international school there. She chose to write a bilingual children's book in English and Khmer, the language widely spoken in Cambodia. Several years later, she visited Cambodia with a service trip and hopes to visit the town she volunteered in this upcoming year. Since the ETA Fulbright program in Cambodia is new, there were only five other people selected for it. Zhai is excited to speak with them and learn why they were also drawn to the country.

In the past, Cambodia has struggled with its educational opportunities. The Cambodian genocide (1975-79) lead to the death of 1.4 million people, especially educated lawyers, doctors and police officers. As a result of this tragedy, the current Cambodian population is predominantly young and, as Zhai observes, "they're rebuilding their education system. They see it as a way out of poverty and upward mobility." She notes that even from a young age, Cambodians buy into the idea of healing poverty through education, a mission that she is passionate about nurturing through her teaching.

Although Zhai has yet to learn of her exact placement, she will either be in Phnom Penh or Siem Reap, two of the biggest cities in the country. She hopes to explore the surrounding area, saying "I want to be part of that community and not just a visitor."

As a Fulbright scholar, Zhai can volunteer, attend community events and join organizations, all of which will allow her to become fully immersed in the country. She was also inspired by the opportunity to develop her interest in speech pathology while abroad. Since Cambodians speak using sounds that are very different from English, Zhai wants to "experience the foundations and basis of the English language and how we teach those sounds." Moreover, Zhai believes her experiences "implementing curriculum and being creative with lessons" will help her to convey these foundational English speaking skills to the Cambodian students, in turn preparing her for a successful career in speech pathology.

Campus Safety Incident Report

In an effort to respect discretion, *The Spectator* and Campus Safety have not disclosed the idenities of the students involved in these reports.

Friday, April 15

10:14 p.m. Noise Complaint — South Campus

Saturday, April 16

12:22 a.m. Noise Complaint — Milbank Residence Hall

9:04 a.m. Medical Emergency — Minor Residence Hall

10:35 p.m. Medical Emergency — South Campus

Sunday, April 17

8:21 p.m. Concern For Welfare — Keehn Residence Hall

Monday, April 18

3:37 a.m. Area Check — Milbank Residence Hall

9:46 a.m. Medical Emergency — Off Campus Location

9:58 a.m. Medical Emergency — Saunders House

Tuesday, April 19

12:05 a.m. Trouble Alarm — Babbitt Residence Hall

6:04 p.m. Complaint — Kennedy Arts Center (KTSA)

11:56 p.m. Concern For Welfare — Kirkland Residence Hall

Letter to the Editor: a message from Alex Hanson, Coordinator of Multilingual Student Support

On Tuesday, April 26 from 12:00-1:00 p.m., Dr. April Baker-Bell, associate professor of language, literacy, and English education at Michigan State University will give a virtual talk, which shares the title of her 2020 book: *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*.

Dr. Baker-Bell's talk is the last in the "Language Matters" speaker series, and is supported by funding from the Dean of Faculty office. The series, which began in February, has featured virtual presentations by scholars specializing in inclusive linguistic practice and pedagogy. The initial talk by Dr. Qianqian Zhang-Wu focused on linguistically responsive instructive for multilingual international students. Most recently, Dr. Shawna Shapiro gave a talk about incorporating critical language awareness pedagogy into courses across the curriculum. This series has been organized to not only inform Hamilton community members about linguistically inclusive practices and pedagogies, but also create space for ongoing conversations about inclusive linguistic practices within and beyond our classrooms.

Such conversations are central to ideas of diversity, equity, and inclusion at Hamilton College, which emphasizes the importance of creating a community "where all individuals, without exception, feel valued, empowered, and treated fairly." While DEI initiatives and programming are often focused on "race, gender, sexuality, physical ability, religion, and socioeconomic status," it is also important to be attentive to how language can and has been used as a tool for inclusion and exclusion, especially given that language is part of our identities and strongly tied to our sense of belonging.

Dr. Baker-Bell's talk will create space for conversation around linguistic justice. Her presentation will provide insight into how anti-Black linguistic racism and white linguistic supremacy get normalized in education and how this normalization impacts Black students' language education and their linguistic, racial, and intellectual identities. While *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy* may be the end of the "Language Matters" series, it is just the beginning of the ongoing, collective, and collaborative work in creating the kind of community Hamilton College claims to be working towards, especially at it relates to linguistic diversity.

To register for Dr. April Baker-Bell's talk, please go to: tinyurl.com/languagematters426. Three attendees will be randomly selected to receive a copy of *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. You can also learn more about Dr. Baker-Bell's work at her website: https://www.aprilbakerbell.com/. If you have any questions, please contact Alex Hanson, Coordinator of Multilingual Student Support at: ahanson@hamilton.edu.

The Spectator **is a publication of the Hamilton College Media Board. A volunteer staff of students handles all aspects of the weekly publication. The purpose of the newspaper is to provide the Hamilton Community with an honest, fair, timely and high-quality publication.**

Celebrating 175 years, we were first published as The Radiator *in 1847.*

The Spectator

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The Spectator's Letter to the Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national, and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college, and Hamilton community members.

The Spectator has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. *The Spectator* reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

About Us

The Hamilton College Spectator, *publication number USPS 612-840, is published weekly by the Hamilton College Student Media Board while classes are in session. For more information e-mail spec@hamilton.edu. Our offices are located on the second floor of the Sadove Student Center. The deadline for advertisements is Monday the week of publication. For further information, please e-mail specads@hamilton.edu.*

April 21, 2022

An open letter to the COVID-19 Task Force, especially the Steering Committee

Editor's Note: This piece came from an email sent by Eric Santomauro-Stenzel '24 to the COVID-19 Task Force, Student Assembly and the editors-in-chief of The Spectator and The Monitor on Wednesday, April 20.

PHOTO BY EMMA SWAN '23

There are now 34 "isolation bathrooms" in the College's residential halls.

Dear Members of the COVID-19 Task Force,

I write to you all with considerable fear for the well-being of the student body and for some of your careers, in addition to Hamilton's reputation. Predictably, when we resumed classes following Spring Break without any kind of universal mask requirement as students came back from across the country and world without any requirement for a verified negative test before return, we had over 50 new student cases. In the past few weeks we have added a few hundred more. The growth of this outbreak is increasing despite the Steering Committee's decision to move to Green Status and stop indoor events with food. Now, you are subjecting students to living in dorms with people you know are infected. Handwaving people have been doing about "if you're concerned, just take more precautions yourself!" is now totally out of question, as I live in a dorm room about 15 feet from a bathroom infected people will be using daily. You have taken away all opportunities for us to truly protect ourselves.

With, by my count, (since the website only shows data from the past week; please address this) an overwhelming majority of cases this semester occurring since Spring Break and the pace continuing to grow despite adding some protections again, **it has come time to move to Yellow Status.** Correct me if I am wrong, but we currently have the highest average seven day positivity rate since the start of the pandemic. Yet, compared to last year, we have some of the weakest policy protections.

With approximately a quarter of the whole student body having tested positive in the past few weeks, I do not know what higher threshold we could possibly have to justify swift action to stem this for the sake of the well-being of our "Hamily." I must remind you that even with "mild" cases, people continue to contract life-long chronic illnesses and disabilities with alarming regularity. However, I understand that for many who run this institution there are other priorities to consider than the well-being of those you are responsible for keeping safe. **Decisions made this semester by members of the Steering Committee are directly responsible for almost half of students getting infected this semester.** In what world can you possibly call this a success?

For those of you whose priorities in this decision expand beyond our well-being to the College's reputation and avoiding public pushback to your decisions:

- What do you think it says about Hamilton relative to our NESCAC peers that we have the greatest percentage of infected students over this semester?
- What do you think the rate of alumni giving will be for a class whose final memories of Hamilton will be a scaled-down or mostly shut down Class & Charter Day and Commencement?
- What impact do you think hearing, say, "half of Hamilton students have been infected with COVID-19 in the past 12 weeks" will have on prospective students and parents?
- If you are fearful of the reaction to imposing stronger protections now, with the explicit goal of salvaging our most cherished warm month on campus, what do you think campus reaction will be to hearing that those events will be scaled-down, postponed or canceled altogether? There is already quite a lot of discontent about the postponing of the underclassmen formal. If, in the tragic event it occurs, an immunocompromised member of our "Hamily" dies from COVID-19 as a result of this outbreak, which national publication do you think will cover it first? As I think we all know given recent major investments into the Counseling Center, Hamilton needs to do a lot of work to repair its public image when its name appears in national print. This article is still the third result for "NY Times Hamilton College" on Google, and this article is on the first page of results for "mental health Hamilton College."
- In the event this developing worst-case scenario comes to fruition, which individuals on this task force will end up being held responsible both in public and private?

The decisions made regarding pandemic policy this semester represent a desire to have our cake and eat it too: minimal protections, minimal cases. **The current outbreak is a direct result of the significant relaxation of policies (some of) you decided to enact going into Spring Break, setting standards far below any previous semester in the pandemic.** I was quite disappointed to see no recognition of a need to do something different post-break in last week's *The Spectator* interview with the chair of the task force; I am genuinely surprised it would appear no lessons have been learned from the immense pain our community is going through right now. If that interview was intended to inspire confidence in your decision-making ability, I assure you it did quite the opposite to say there's nothing you can name having wanted to do differently following a quarter of the student body getting infected in a single month.

As I wrote about our first outbreak in January and have come to witness firsthand frequently, especially in KJ, the relaxation of the mask mandate has made it much more difficult to get compliance with its reimposition when we most need it. After a long winter, students now have the displeasure of spending what is often the most enjoyable month of the year in isolation and with significantly reduced events. Do you really believe in your hearts that the students isolating on campus will all just stay in their rooms, will wash down the bathrooms and only go to Pub for food? Especially when so many students' attitudes are that if they're asymptomatic, they're fine to socialize? What about suites? I know you're all quite intelligent people, so I also know you are aware these measures won't actually work.

It is incumbent upon you to stem this now, rather than continuing to pursue the "let's wait and see" approach without any clear benchmarks determining when and how decisions are made (e.g., if we hit X cases in X time we move to X status), a case-by-case decision-making process that is inherently at the whims of momentary political and PR expediency. The recent announcement about events with food is exactly an example of this piecemeal approach. I hope we can learn from the past few weeks that this incremental approach will not have the intended effect of reducing cases significantly as they continue to trend upwards.

It's not easy being the bad guy, I understand. People hated many things about last academic year. I promise you that if we continue this path that anger will be just as strong if the bright lights people have been looking toward in the distance are extinguished because this outbreak has intensified to the point no other choice exists, both on the part of Hamilton and students fearing for their own safety.

Yours,

Eric Santomauro-Stenzel

GSU hosts faculty panel and banquet

by Raymond Ni '24
SOCIAL MEDIA EDITOR

On Thursday, April 14, the Gender and Sexuality Union (GSU) hosted a LGBTQIA+/Queer Faculty Panel and Banquet in the Events Barn. In total, seven faculty members, which included professors and other staff members who identified as Queer, seerved as panelists and enjoy a meal together with students from Minar Indian Cuisine. The professors on the panel included Professor Usman Hamid, Assistant Professor of Asian Studies; Michelle LeMasurier, Associate Professor of Mathematics; Claire Mouflard, Assistant Professor of French and Francophone Studies and Martin Shedd, Visiting Assistant Professor in Classics and Religious Studies. The staff members on the panel included Karen Leach, Vice President of Administration and Finance and Head of the COVID-19 Taskforce; Najee Evans, Area Director for Residential Life and Hannah Stubley, ALEX Advisor.

The event started off with a dining period, during which students shared a meal with the faculty and staff members. After this period, the panelists made their way to the front of the room for the panel portion of the event. The moderator, Raymond Ni '24, began by asking all of the panelists to introduce themselves. After some brief introductions, Ni dived into his questions for the moderated portion of the panel. He began by asking the panelists about how Hamilton College has impacted their identity and experience of being Queer, followed by a question about how being Queer has impacted the faculty and staff members' career paths and choices for what they want to pursue. After all of the panelists answered these two questions, Ni began an audience Q & A session, during which students asked questions ranging from what the faculty members want to be changed at Hamilton regarding LGBTQIA+/Queer rights and insight on their coming out process at work.

When asked about her thoughts on the event, audience member Fiona Murphy '23 replied that "the event was really needed on campus, especially given the spread-out nature of the student Queer community. The panelists were all diverse in their specific experiences, providing a comforting spectrum of ways to go about living our adult lives as members of the LGBTQIA+ community." Murphy further noted that "we talk so much in college about how to secure a job and forge a professional career, but we don't spend as much time talking about how to live as ourselves comfortably."

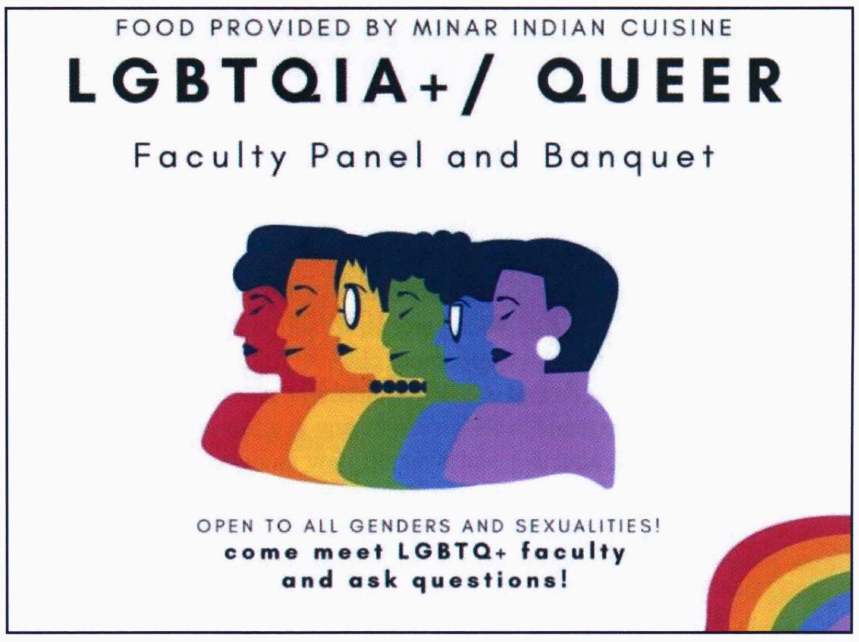

FOOD PROVIDED BY MINAR INDIAN CUISINE
LGBTQIA+/ QUEER
Faculty Panel and Banquet
OPEN TO ALL GENDERS AND SEXUALITIES!
come meet LGBTQ+ faculty
and ask questions!

PHOTO COURTESY OF GSU

The panel consisted of four professors and three adminstrators.

Similarly, Emily Weinstein '24 said that "the event was a great way to meet some of the Queer and LGBTQIA+ faculty on campus. I thought it was really great to hear their experiences at Hamilton and beyond, and how even though they all ended up here, everyone had such unique experiences." She further noted that "[she] got to learn so much about Hamilton's Queer community and its history, and it's comforting to see ourselves represented in our past as a college and in those who uphold our values today."

When asked whether she had any takeaways from the event, Fiona Murphy '23 responded that "the biggest thing I am taking away from this panel is a greater visibility of older Queer people that we do not often see in the media. The LGBTQIA+ community is always presented as being young and idealized, but the panelists reminded me of the reality of aging as a queer person and the continued community that is possible even into adulthood."

Towards the end of the panel, the panelists were asked "What message would you give to Queer/LGBTQIA+ students at Hamilton?" The conclusion of the faculty panel can be summed up with Professor Hamid's answer to this question: "being Queer is a gift."

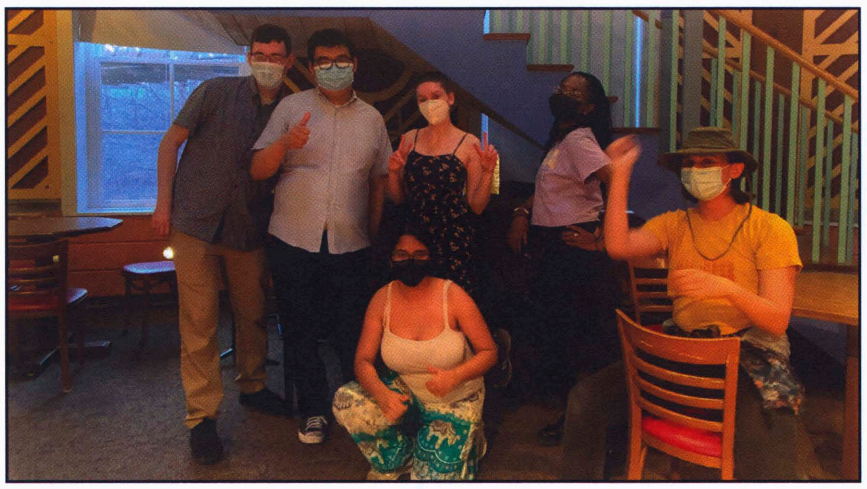


PHOTO COURTESY OF RAYMOND NI '24

Event attendees (top row) Ethan McKellop '25, Raymond Ni '24, Anna Skrobala '24, and Shraddha Datta '25, (bottom row) Melissa (Aurelie) Kaleka '24, and Matthew Buneta '25 pose for a photo.

PHOTO EDIT BY CLAIRE GOLDSTEIN '22

April 21, 2022

Justice Lab presents Fall 2022 program

by Zak Ruso '24
FEATURES CONTRIBUTOR

In partnership with the Utica City Court, the Arthur Levitt Public Affairs Center is providing Hamilton students with a theoretical study of the legal system and an opportunity to investigate and engage in these concepts through The Justice Lab Program in Fall 2022.

Organized by Maynard-Knox Professor of Law and Director of Public Policy Frank Anechiarico, the innovative four course practicum aims to run every semester, with a new curriculum theme each term. In Fall 2022, students will grapple with the idea of community wellness in relation to the legal aspects of public safety, social welfare and public health.

The program consists of a combination of four interconnected courses, each worth one credit that transfer to either Biology, History, Government or Public Policy majors. However, Professor Anarchiarico explained that this program is flexible for students majoring or minoring in other fields. The coming semester courses will study Utica's history pertaining to homelessness and healthcare, and an internship observation course on health and social welfare services in Utica. The Justice Lab will invite the sixteen students participating in the four course program to engage with their education multidimensionally through interactive research opportunities off-campus and through seminar styled discussions within the classroom.

Regarding the inspiration for The Justice Lab, Professor Anechiarico commented that "it began a few years ago with a model that we tried as a pilot that was focused on criminal justice… The course had a standard seminar on criminal justice paired with internship observations. And we had a community partner that was the municipal court judge in Utica, Ralph Eannace, who was invaluable. He helped set up internships in the court with the District Attorney and the public defender, so we decided to expand it."

Professor Anechariarico also explained that The Justice Lab Program aims to accomplish three main goals associated with the Levitt Center's work towards addressing persistent social problems. Firstly, students would be able to engage with neighbors in Utica and greater

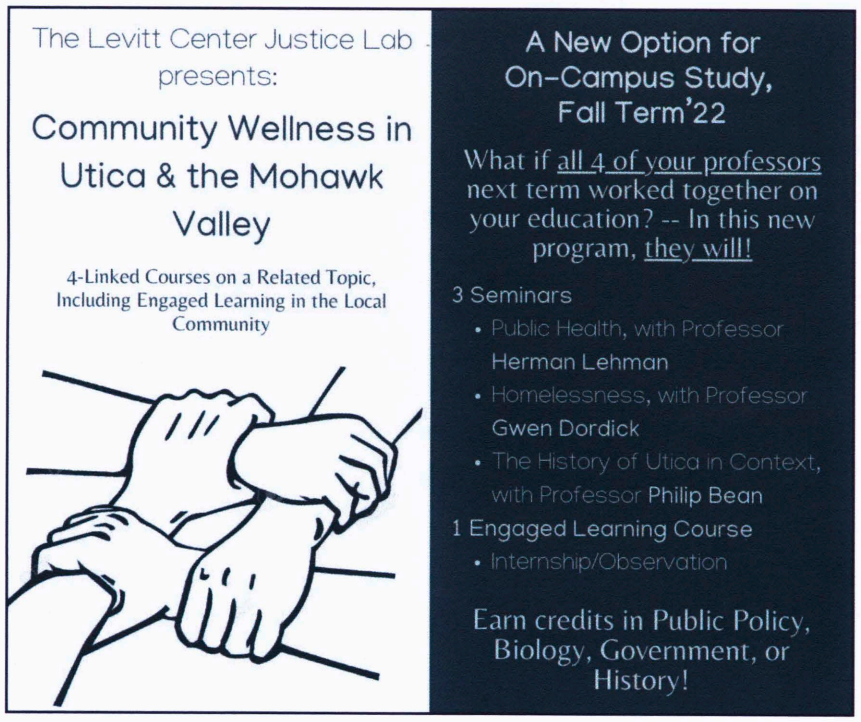

The Levitt Center Justice Lab presents:
Community Wellness in Utica & the Mohawk Valley
4-Linked Courses on a Related Topic, Including Engaged Learning in the Local Community
A New Option for On-Campus Study, Fall Term'22
What if all 4 of your professors next term worked together on your education? -- In this new program, they will!
3 Seminars
• Public Health, with Professor Herman Lehman
• Homelessness, with Professor Gwen Dordick
• The History of Utica in Context, with Professor Philip Bean
1 Engaged Learning Course
• Internship/Observation
Earn credits in Public Policy, Biology, Government, or History!

PHOTO COURTESY OF THE LEVITT CENTER

A flyer for "Community Wellness in Utica & the Mohawk Valley."

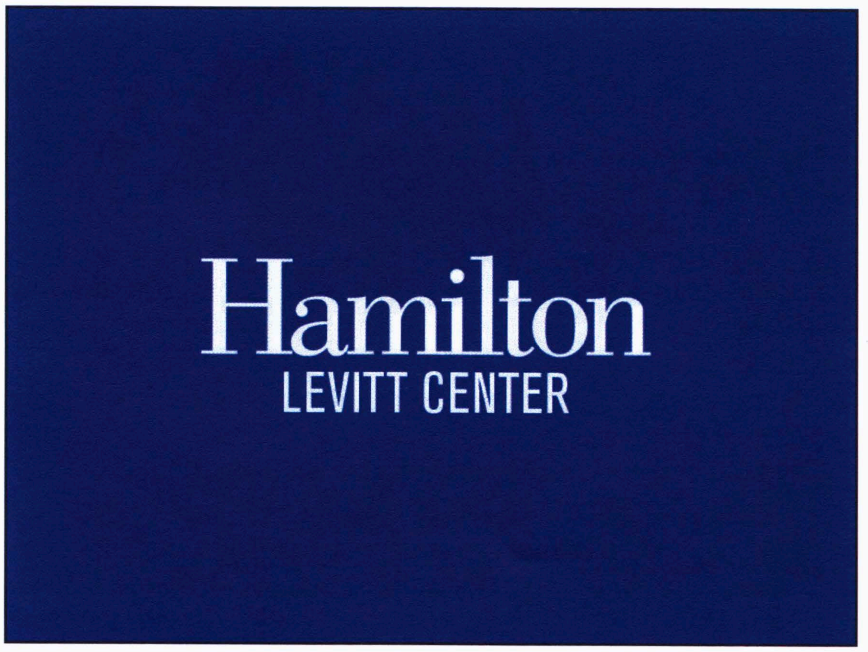


PHOTO COURTESY OF THE LEVITT CENTER

Program participants will study homelessness and healthcare in Utica.

Oneida County to familiarize themselves with the area they live in in an effort to promote understanding from a social science perspective. Secondly, students would have the opportunity to take part in interactive learning through internships and field work that would then be unpacked through collective discussion guided by instructors and community partners. Finally, the program broadly aims to support the Levitt Center's curriculum through the close investigation of topics related to justice that affect Hamilton College's surrounding communities.

The Justice Lab Program diverges from other traditional courses that Hamilton offers by emphasizing engaged learning as a key element in its curriculum. Professor Anechiarico stressed that what makes the program so unique is its reliance on interactive learning. "The [Justice Lab Program] sort of works in two ways. One is the experimental aspect of this, where we don't go into it knowing exactly what we're going to find, that's for sure, and the other part of it is hands on, the fact that not only are the students gaining some sort of understanding of the policy process and the problems that are associated with it by being involved personally, but they should be getting some value out of it as well." Professor Anechiarico hopes that by engaging in the internship opportunities and field work that each course offers, students will be able to publish papers and post their findings for the benefit of the community.

A focal point of The Justice Lab Program is its holistic approach towards academic subjects through interdisciplinary study. Every course offered by the program interconnects to facilitate a deeper, intersectional understanding of the topics and issues that will be covered by The Justice Lab. "We want to break down silos between departments and disciplines" stated Professor Anechiarico. According to Professor Anechiarico, students enrolled in the program will discover that as a result of the effort to coordinate and synchronize syllabi between instructors and their courses, "a paper in one course touches on a paper in another." Furthermore, students will have the opportunity to engage in joint assignments between different courses that the program will be offering. Professor Anechiarco hopes that this interconnect approach will make "the synapses start lighting up."

April 21, 2022

Housing options should be increased by converting Root Hall into dorms

by Eddie Gamble '25
STAFF WRITER

In my mind, the answer to the question 'which college function should move into Root Hall?' is fairly obvious. The building should be transformed into more housing selections for students, preferably ones similar to the Morris House Apartments. It is a building that already exists on campus, and it therefore would be less time consuming to remodel it into housing than building new apartments. It is a beautiful building, and it is fairly spacious too.

It would be somewhat complicated to turn an academic building like Root Hall into housing; regardless, it is also necessary to accommodate the growing population of students at the college, especially because the Glenview buildings are on a four-year contract that will soon expire. However, even with the temporary dorms, there were still many singles in Bundy that were forced into doubles, and the same will undoubtedly occur again next year.

This compounds with another issue, which is that the rising sophmore's housing lottery does not have many options. Unless one gets a really good time, acquiring a quad or double is quite difficult. Converting Root Hall into a residence hall would provide underclassmen with much better housing prospects. This shortage of housing has become troublesome because students are not permitted to reside off-campus. While I understand the sentiment behind this policy, since living off-campus would be quite tedious for many involved, it still may be preferable for some students who may not want to live in a forced double and do not have better housing options. Without any financial aid, room and board costs nearly sixteen thousand dollars. Students could rent an apartment and cook their own meals for less money off-campus.

If Hamilton does not allow students to reside off-campus, I believe that they have an obligation to provide us with housing that is better than the options one could live in on off-campus. From an admissions standpoint, prospective students would be more likely to be okay with living on campus all four years of college if new dorms are being built. The construction of more residence halls needs to be continued, especially if more and more students attend Hamilton each year. Once the contract on Glenview A and B runs out, Hamilton will not have enough space to house its students. It is simply a pertinent move to plan for success and convert Root Hall into a residence hall so the college can accommodate its students in a way that is emblematic of the tuition statement.

PHOTO BY WILLIAM (WILL) RAMPE '24

Root Hall is currently undergoing construction, with much on-campus speculation occurring over the building's eventual fate.

April 21, 2022

Severance finale shocks viewers

by Owen Lewis '24
SPORTS EDITOR

Apple TV+'s *Severance* depicts a workplace—Lumon Industries—that requires its employees to have brain surgery that splits their memories between their work and home lives. Essentially, this means that when they come into work, they forget everything about their life on the outside, and when they leave work, they forget everything they did there. The brain surgery, named (surprise!) 'severance,' creates two different selves that are stored in the same body. The work self's consciousness is only active at work, so one of the split consciousnesses gets to be on break permanently while the other one works without fail. It doesn't get to do so much as sleep.

Just imagine what you could do with this procedure if it really existed. You could create a clone to eat your Commons chicken for you. You, the other consciousness, would get the calories and the nourishment, but someone else would take over your body to do the eating. Sounds great, right? And why stop there? In *Severance*, a minor character undergoes the procedure to avoid having to go through labor, so she got her children without the pain of giving birth to them.

There are sinister undertones to almost everything in *Severance*. One of the key aspects of the severance procedure is that it prevents those who work at Lumon from remembering anything that happens down there once they leave. Arguably the central question of the show is 'what the hell are the main characters actually doing at work,' but there are loads of others. We know very little of what their floor actually looks like beyond the office, though a crude map provides dozens of tantalizing details. *Severance* is a show about mystery. Other shows have their fair share of suspense; this show *is* suspense.

Here is an example: It is clear early on that employees at Lumon are subjected to pretty gnarly punishments if they step out of line, though exactly what those punishments are is kept secret for a while. Characters reference the 'break room' with trepidation a few times, which is where the employees are sent if they misbehave. Towards the end of episode two, you find out what goes on in the break room. I watched the episode with a friend, and such was the malevolent mystique built up around the break room that when it became clear we were going to find out what went on in there, we were both leaning towards the screen as if that would make the reveal happen sooner. The reveal was great and inventive, but what I will remember more is that instant of delightfully pure anticipation. There were larger plot points in the episode, but in that moment, all that mattered was knowing what the break room entailed.

PHOTO COURTESY OF THE WRAP

Mr. Milchick, portrayed masterfully by Tramell Tillman, gleefully presents the *Severance* workplace with a "melon bar."

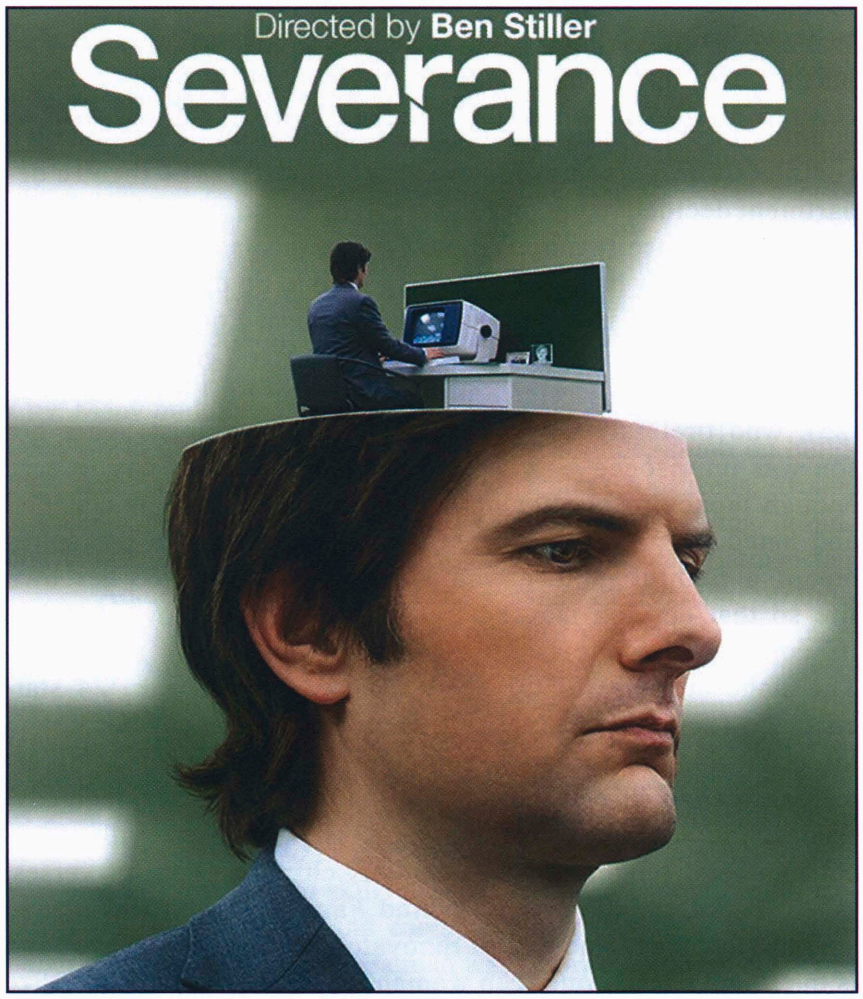


PHOTO COURTESY OF APPLE TV+

Helly R., one of the four main characters of *Severance*, comes up with a particularly creative way to express her discontent.

Severance more or less keeps you in that state of anticipation for the whole time you are watching. The show is meticulously designed to make you feel just a little bit uncomfortable all the time. Practically every detail left me wanting to learn more; everything from the food the Lumon employees ate to an odd word choice from one of their bosses felt like it had the potential to be absolutely pivotal. With perhaps a lone exception, every single episode in the first season ends on a cliffhanger. The show's riveting finale took the anticipation up to the extreme, weaving a few different plots together to form an utterly pulsating 40 minutes of television. The critics I have read are calling it one of the best finales ever. I am a fairly reserved person, but I alternately screamed obscenities at my laptop and swiped notebooks off my desk during the finale's many twists and turns.

My point is this: go watch *Severance*. I have danced around actually describing the storyline because to spoil even the smallest plot points feels like malpractice when handling such an intricate show. The first season, which is nine episodes, has now been fully released on Apple TV+. The main characters are compelling, well-acted and vastly different. Mystery after mystery is explained, though dozens of things are left up in the air even after the finale.

Some critics are saying that *Severance* is not a bingeable show and that you should let the insanity digest. I am not sure if I agree; I think getting to instantly watch the next episode after a cliffhanger can be gratifying as hell. Whether you watch it over the course of nine hours or 900, you will love it. Watch with a friend, or friends, or by yourself. Consult the internet for the most sane and insane theories. Take screenshots of the most bizarre moments. Rewatch bits that feel like they could be clues. Enjoy every minute of it, then please come find me when you are done so I can talk your ear off about it.

Hamilton College presents *Fucking A*

by Emma Bowman '24
A&E EDITOR

As Hamilton shifts back to traditional theatre after a couple of hybrid shows, students are thrilled to be putting on a completely in-person production this semester. The theatre department decided to put on *Fucking A*, directed by Assistant Professor of Theatre Jeanne Willcoxon. For the past several months the cast and crew have been working hard to do this show justice.

Fucking A is a play written by Suzan-Lori Parks, and is a riff off Nathaniel Hawthorne's *The Scarlet Letter*. The show is centered around Hester Smith (played by Leslie De La Rosa '25), who tirelessly works her job as an abortionist. After her son was imprisoned as a child, Hester works every day to earn enough money to pay for his freedom. Even as she is shunned and hated by the rest of the townspeople, Hester is the epitome of a faithful mother who is willing to sacrifice her own life so that her son may be free. Although the show is sad at its core, the tragedy is offset with silly moments and jokes. The stage manager of the show, Katrina Grzeszczuk '24 stated that "There's comedy and tragedy all combined, but not in the usual tragicomedy way. You almost feel bad at laughing after you realize what it means." In addition to the 'tragicomedy' scenes, the seriousness of the show is juxtaposed with musical numbers, ranging from ridiculous chants to soulful verses.

Parks, the playwright behind *Fucking A* who was named among *Time* magazine's "100 Innovators for the Next Wave" and is the first African-American woman to receive the Pulitzer Prize in Drama. Parks was able to visit Hamilton College in March to talk about her process writing the show, as well as general information about her career. Parks spoke quite casually and even stated that she did not have a specific reason for parodying *The Scarlet Letter*, and came up with her play on a whim instead.

This was many students' first time working with the show's director, Jeanne Willcoxon. Due to the COVID-19 pandemic, the pattern of mainstage production directors was thrown off and resulted in a gap for Jeanne's directing. One of the assistant stage managers for the show, Maddy Howe '22, remarked that "it's been amazing to finally get to finish a show directed by Jeanne. She's a wonderful director and makes the process enjoyable for everyone involved – definitely a great final mainstage to be a part of."

While they took much advice from Willcoxon, the students were able to make the set their own. Although it initially seems quite simple, the set was particularly ambitious and framed the stage with tall walls and a high ceiling. The set made light design for the space slightly complicated. The designer chose to shine lights through slits in the wall, reminiscent of the sun shining through a window as it sets. Another set of lights were hung against the back wall and shone straight down through the grated floor of the gallery level and onto the floor. In the scenes that emphasize the industrial feel of the set, fluorescent strip lights hummed on the ceiling as the whole space was washed with light. The many groups of lights allowed for several distinct and unique locations throughout the show.

The amazing acting, beautiful set and intricate plot all make *Fucking A* worth the watch. There are still four performances before the show is gone for good, Wednesday Apr. 20, Thursday April 21, Friday April 22 and Saturday April 23, all at 7:30 p.m.

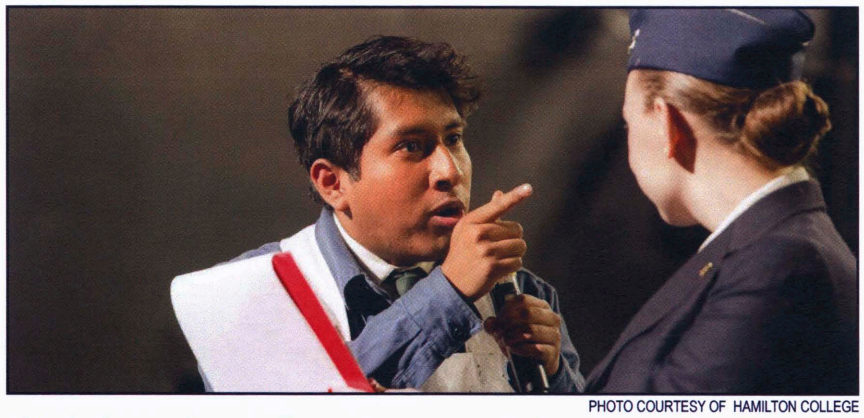


PHOTO COURTESY OF HAMILTON COLLEGE

Christian Hernandez Barragan '24 plays The Butcher.

PHOTO COURTESY OF HAMILTON COLLEGE

Leslie De La Rosa '25 plays main character Hester Smith along side her on-stage son Anthony Thompson '23.

April 21, 2022

Game review: *Batman: Arkham City*

by Jason Le '23
STAFF WRITER

Over a decade ago, Rocksteady Studios revolutionized the face of superhero video games with its release of *Batman: Arkham Asylum*. One right after another, Rocksteady has produced two more amazing Batman games: *Batman: Arkham City* and *Arkham Knight*. To this day, *Batman: Arkham City* is still a fan favorite and arguably the best in the trilogy.

Arkham City picks up right after *Asylum*. All the criminals in Blackgate Penitentiary and Arkham Asylum have been transferred to a sectioned-off part of Gotham City controlled by the notorious psychiatrist, Professor Hugo Strange. Something big is happening in Arkham City that Hugo Strange calls a monument of Batman's failure. Throughout the game, Batman encounters familiar faces from the Rogues Gallery including Two-Face, Joker, Riddler, Hush and many more, all with their respective miniboss battles. Rocksteady even introduces a gameplay sequence with Catwoman, giving her a story that converges with Batman's.

Gameplay-wise, *Batman: Arkham City* takes all the amazing elements that made Asylum iconic and refines them. The combat is fairly simple; you have buttons to attack, stun, counter and dodge. Although these moves appear quite straightforward, *Batman: Arkham City* is not a button-mashing game, meaning you cannot rely on pressing one button to beat the game. Like *Asylum*, *Arkham City* requires the player to create combos using these simple buttons to defeat enemies. Batman has a new series of combos with these moves, all of which you can pair with his iconic gadgets, but with new combos also come with new enemies to fight. Rocksteady has introduced brutes, taser guards, knife-wielding guards and shield guards. The introduction of new enemies forces players to adapt to their environment and ajust their move-set in order to defeat them. Overall, Rocksteady creates excellent freeflow combat that makes you really feel like Batman.

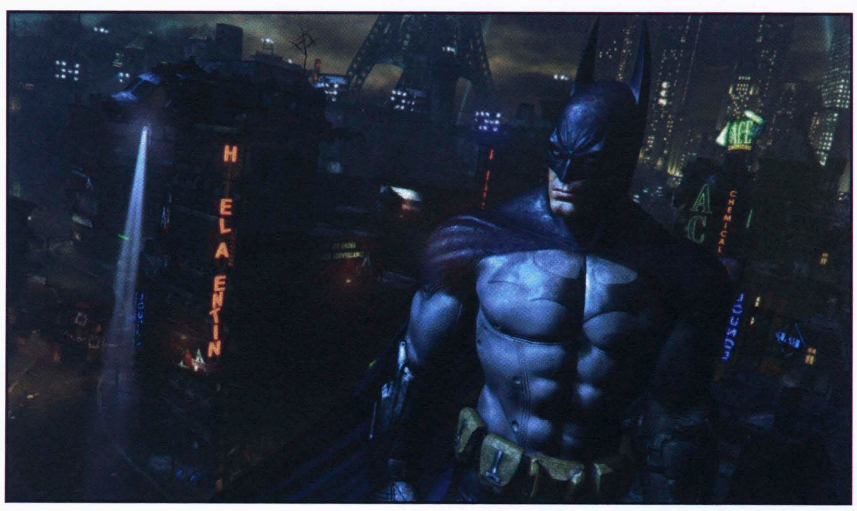


PHOTO COURTESY OF PC GAMER

Bruce Wayne fights both the Joker and the Riddler in the game.

Of course, Batman is not just punches and kicks; he is also a stealthy fighter. There are plenty of stealth sequences, or what the game calls "predator mode," where Batman has to sneak through an area and take down guards without being detected. Enemies constantly adapt, keeping the player on edge. For instance, if you take down guards while hiding in the vents too many times, guards will start to realize your strategy and begin checking under the vents for you. Still considered the greatest boss battle in Batman history is the Mr. Freeze boss battle. Unlike any version before, Mr. Freeze adapts to every strategy you use to take him out. If you sneak from the grates below, he will freeze it so you won't be able to do it the second time around.

Batman is not only a stealthy fighter, but he is literally "The World's Greatest Detective"! There are plenty of sequences where players have to solve puzzles in order to progress. Sometimes, Batman has to solve puzzles on the spot to defeat a boss. Making its return from *Asylum,* Batman has his trusty detective mode which helps him highlight enemies and objects of intrest-from afar. These puzzles can range from fairly simple to annoyingly difficult. Either way, you still get a good taste of detective work.

Outside the story itself, the players are free to explore Arkham City. Many buildings themselves are not enterable like those in other open-world games. However, you are free to glide, climb on buildings, and even explore the sewers where Killer Croc sleeps. Around Arkham City, you'll find random Riddler trophies lying around and unique easter eggs that will excite just about any Batman fan.

Additionally, virtually every version of B*atman: Arkham City* comes with unique fight and predator challenges with more added as downloadable content. In these fight challenges, players are tossed onto a map (i.e., Wayne Manor, Joker's Carnival or the Iceberg Lounge, just to name a few) and are forced to fight enemies in waves or until the player dies. These combat maps serve as great practice if you are looking to improve your freeflow skills or if you are looking to beat a high score. Predator maps also help you practice your stealth skills and allow you to try out stealth tactics across various maps and enemies. Although in the main campaign, you can play as both Batman and Catwoman, these challenge maps allow you to try out characters like Robin and Nightwing.

Overall, *Batman: Arkham City* is still often considered the best game of the Arkham trilogy and to some, the best superhero game to have been released in mainstream media. As a Batman fan who recently watched *The Batman* in theaters, this game was definitely worth revisiting, whether it was for fun or nostalgia. You can pick up the game through Rocksteady's remaster of it in *Batman: Return to Arkham* on console and the original game on Steam for the PC for $19.99.

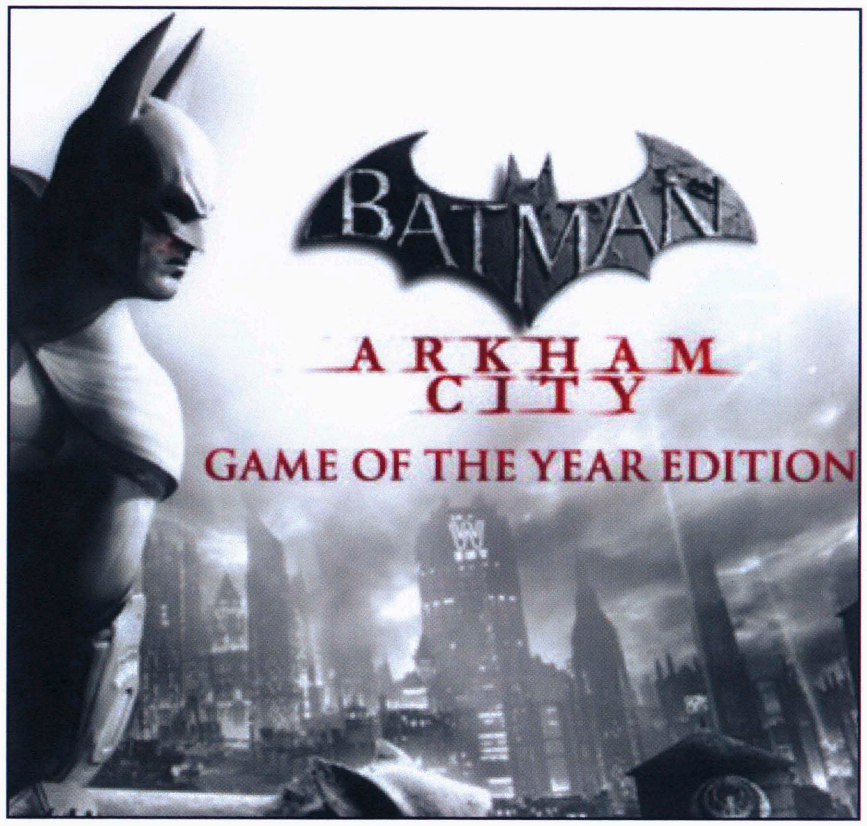
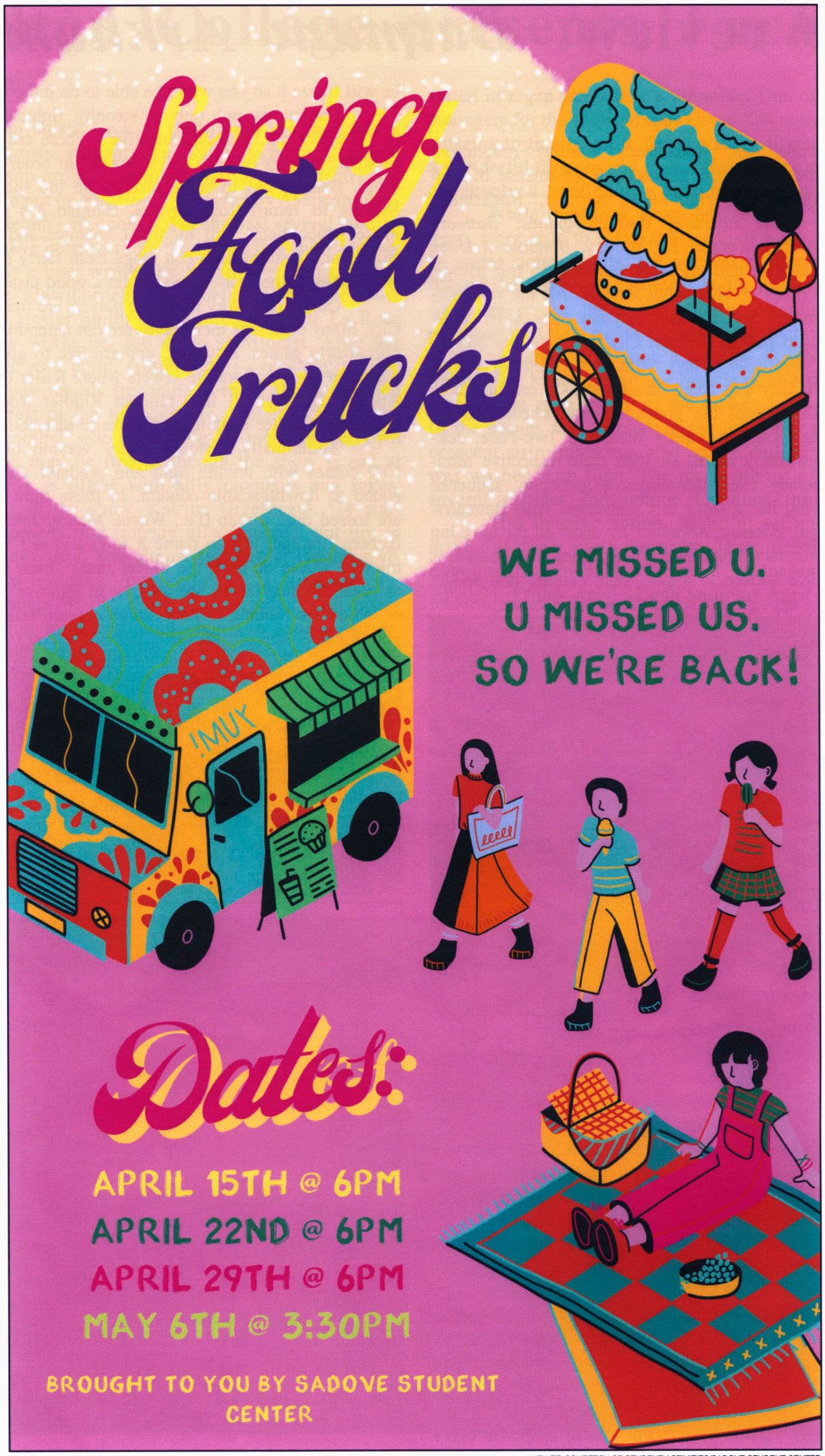


PHOTO COURTESY OF STEAM

***Batman: Arkham City* has recieved glowing reviews.**



FLYER COURTESY OF STUDENT ACTIVITIES/SADOVE STUDENT CENTER

Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy

Dr. April Baker-Bell

3 attendees will be randomly selected to receive a copy of Dr. Baker-Bell's book: *Linguistic Justice Black Language, Literacy, Identity, and Pedagogy*

In this talk, Dr. April Baker-Bell will discuss how anti-Black linguistic racism and white linguistic supremacy get normalized in teacher attitudes, curriculum and instruction, pedagogical approaches, disciplinary discourses, and research, and she will discuss the impact these decisions have on Black students' language education and their linguistic, racial, and intellectual identities. Dr. Baker-Bell will introduce a new way forward through Antiracist Black Language Pedagogy, a pedagogical approach that intentionally and unapologetically places Black Language at the center to critically interrogate white linguistic hegemony and anti-Black linguistic racism.

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Dr. Baker-Bell is an award-winning transdisciplinary teacher-researcher-activist and associate professor of language, literacy, and English education in the Department of English and Department of African American and African Studies at Michigan State University. Baker-Bell is an international leader in conversations on Black Language education, and her research interrogates the intersections of Black Language and literacies, anti-Black racism, and antiracist pedagogies. Her award-winning book, Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy, brings together theory, research, and practice to dismantle Anti-Black Linguistic Racism (a term Baker-Bell coined) and white linguistic supremacy. Baker-Bell's latest research project involves collaborating with healthcare scholars and researchers to develop, implement and study antiracist medical curriculum interventions that support medical professionals with developing an antiracist praxis for confronting and reducing racial bias and anti-Black racism in medical and healthcare institutions. Baker-Bell is the recipient of many awards and fellowships, including the 2021 Coalition for Community Writing Outstanding Book Award, the 2021 Andrew W. Mellon Foundation's New Directions Fellowship, the 2021 Michigan State University's Community Engagement Scholarship Award and the 2021 Distinguished Partnership Award for Community-Engaged Creative Activity, the 2020 NCTE George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language, and the 2020 Theory Into Practice Article of the Year Award.

Contact Alex Hanson, Coordinator of Multilingual Student Support, with questions:
ahanson@hamilton.edu

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The future of the Premiere Lacrosse League

by Carly West '25
SPORTS CONTRIBUTOR

On March 23 2022, Paul Rabil, the recently retired professional lacrosse player and co-founder of the Premier Lacrosse League (PLL), announced that the PLL has reached a four-year media rights agreement with ESPN. This means that all PLL games that take place through the summer of 2022 and 2025 can be found across the network's broadcast, cable, and streaming services, such as ABC, ESPN, ESPN2 and ESPN+. The news comes following the end of the PLL's original media partnership with NBCUniversal, which broadcasted games through its streaming services such as NBC Sports Network and Peacock through the end of the PLL's 2021 season. The announcement marks the beginning of a new era of lacrosse, creating more recognition for the game and turning the game from a sport into a multi-faceted organization.

The PLL has risen to prominence quickly despite its inaugural season being as recent as the summer of 2019. For its inaugural championship game, the league boasted an attendance record of a whopping 12,556 people, an incredible feat considering the season only lasted for a mere eight weeks and contained only six competing teams. Since the end of its opening season, the league has continued to expand, refusing to let the ongoing pandemic get in the way of its aspirations. In 2020, the PLL added the Waterdogs Lacrosse Club and then the Cannons Lacrosse Club in 2021, creating a more competitive schedule featuring many more well-known faces in the lacrosse world. In the last two years the PLL has also partnered with NBC to broadcast the PLL College Draft, completed with a formal selection process, personal interviews, and draft breakdowns that legitimize the growth of the sport and the college-to-professional lacrosse player pipeline. Additionally, the PLL has taken the game across the country, playing in well-known places such as Gillette Stadium, home of the New England Patriots. The feats are even more impressive on the marketing side of the PLL. The league has taken on a remarkable load of new corporate partnerships, such as Ticketmaster, Progressive, Vineyard Vines, Gatorade, Champion and Adidas. These companies regularly run commercials during PLL games that feature key professional lacrosse players.

It looks like the PLL's efforts to expand are paying off — according to sportpromedia.com, NBC Sports Network has seen a 29% increase in pay-TV network viewing since the start of the season in 2019. There has also been a 22% year-over-year increase in viewing following news that the PLL 2021 Championship Game reached over 333,000 viewers on NBC. It seems that the most recent media partnership between ESPN and the PLL will only help the game not only prosper but also turn into a business. With a contract that is rumored to be in the eight-figure range, it is almost guaranteed that the profit that is gained from increased accessibility to viewership will only help the PLL find more ways to grow. We could see the creation of more teams, an expanded draft, and possibly more time in the celebrity spotlight for professional lacrosse players.

PHOTO COURTESY OF FRONTOFFICESPORTS.COM

The PLL has been gaining viewers and is set to gain even more in light of its recent partnership with ESPN.

While the economic and social gain of the PLL is significant on its own, this media-rights agreement plays into a more significant theme of the growth of the game. The expansion of the PLL parallels the growth of the sport in many other ways. For example, the addition of the ACC Sports Network in 2019 played a significant role in broadcasting one of the most successful conferences in lacrosse and reaching the televisions of thousands of more people and boosting attendance records at ACC schools. We also see that the growth of the PLL has pushed others to advocate for growth in women's professional lacrosse and push other figures in lacrosse to have a desire to one day reach the same level of recognition and clout. Most importantly, however, we see that kids are beginning to look up to these professional lacrosse players as their sports idols, their heroes. Years ago, I would have never thought that I would have people I look up to in the world of professional lacrosse. However, I have watched people like Paul Rabil and Taylor Cummings fight for recognition and grew the sport because of their love of the game. Because of people like them, the sport continues to reach the far corners of our country and even our world, and the love of the game continues to be passed down, even if it is simply through the fluorescent light of a television screen.

Going forward, it will be interesting to see how this media-rights agreement impacts the world of lacrosse and what challenges will come with it. It could be an opportunity for a wonderful platform that gives credit to the kids that love the sport and want to continue playing beyond their college years. It could reopen conversations about further integration of the sport as a regular pastime, such as the reinstatement of the sport in the Summer Olympics. It will be interesting to see what opportunities are presented from this partnership, and it will be one that many will keep their eyes on for the summer seasons to come.

PHOTO COURTESY OF NBCSPORTS.COM

Paul Rabil, pictured above, is a former professional lacrosse player and the co-founder of the Premiere Lacrosse League.

April 21, 2022

Athlete of the Week: Connor Griff '25

by Owen Lewis '24
SPORTS EDITOR

On Saturday, April 16, Hamilton's men's tennis team lost narrowly to Trinity College, 5-4, at home. Connor Griff '25, the best singles player on the squad, impressed with a straight-sets win over Trinity's senior captain, Ross DeRose. Griff served very well, hitting the corners almost at will. Already making noise as a freshman, Griff '25 has tons of potential for the next few years. *The Spectator* sat down with him to ask a few questions.

How would you describe the challenges of playing tennis to someone who is totally unfamiliar with the sport?

Tennis is a bit of a weird sport to play as a team, since it is so individual (a bit less so if you play doubles, where you have a partner). The individuality and loneliness of the sport is what makes it so challenging. If you are struggling, you don't have anyone to rely on but yourself.

What is the team atmosphere like at Hamilton?

Although tennis is more of an individual sport, our team atmosphere is incredible. We are constantly pushing each other to get better every day, and during our matches, we are supporting one another.

There are a handful of extremely pressured moments in most tennis matches. How do you deal with those moments?

Having supportive teammates here at Hamilton has allowed me to remain calm during high-pressured situations in my matches.

What are the team's goals for this season?

One big goal our team has this year is to qualify for the NESCAC tournament for the very first time in our school's history.

PHOTO COURTESY OF JOSH MCKEE

Connor Griff '25 follows through after hiting a forehand.

PHOTO COURTESY OF JOSH MCKEE

Griff strikes the ball with his two-handed backhand.

You're just in your first year at Hamilton, but you are already playing matches as the #1 singles player for the team. What do you hope to accomplish over the next few years?

I will keep pushing to improve each year, and I will continue to be a leader on the team. In the future, I hope to qualify for the NCAA Division III tournament and continue to improve with my teammates.

What's your best on-court memory?

My best college on-court memory is making the final in my first collegiate tournament at the St. Lawrence Invitational in the fall.

What's your worst on-court memory?

Losing 5-4 to Trinity was one of the worst on-court memories so far this season. Other than that, I have had so many great memories with my teammates thus far, and I can't wait to make many more!

Lightning Round

Who is your favorite professional player?
Rafael Nadal.

What are your pre-match rituals?
Listening to music and stretching.

What's your favorite team tradition?
Going to the lazy river after a big win.

Who do you think is the greatest player of all time?
Roger Federer.